Spanish 510: Spanish phonology (Spring 2011)

Instructor: John Lipski
Office: Burrowes 347
Telephone: 865-6583
Office Hours: MW 9:00-10:00, F 12:00-1:00 and by appointment
E-mail: jlipski@psu.edu
Home page: http://www.personal.psu.edu/jml34/

BOOKS ON LIBRARY RESERVE:

Archangeli & Pulleyblank, Grounded phonology (GP)
Gussenhoven, The phonology of tone and intonation (PTI)
Ladd, Intonational phonology (IP)
Martínez-Gil and Colina, Optimality-theoretic studies in Spanish phonology (OTSP)

OBJECTIVES:

The principal objective of this class is to search for the empirical bases of phonology, particularly in acoustics, articulation, and perception. To this end we will study the grounding of phonology in phonetics, including the fundamentals of acoustic phonetics and the use of phonetic analysis software such as PRAAT. This is a second graduate course in phonology; therefore the material covered in Linguistics 504 (Phonology II) will be assumed as a prerequisite. This includes the concept of phonological alternations, phonological rules, the nature and structure of the syllable, moras, the skeleton, metrical structures, intonational phonology, and the fundamentals of optimality theory. An overarching goal of this course is to equip students to participate—both as spectators/readers and as protagonists/presenters—in the ongoing development of contemporary Romance phonology, as informed by empirical research. To that end, the course requirements will combine structured empirical analyses and more open-ended assignments that provide students the opportunity to engage in their own explorations.

Assigned readings are either in the library reserve room or posted on ANGEL. You will notice that I have included many articles on ANGEL that are not officially assigned, and I will continue to add articles throughout the semester. These readings are supplementary to the weekly lessons and may be helpful for thorough understanding, as well as for the preparation of the analytical comparison and the final project. Students are welcome to suggest additional articles to be posted on ANGEL.

ASSIGNMENTS:

(1) One exercise on measuring Voice Onset Timing (VOT), contrasting the performance of native speakers of Spanish and English.

(2) One exercise on Spanish voiced obstruent stop-fricative/approximant alternation

(3) One exercise on the empirical measurement of vowel spaces
(4) One intonational phonology exercise, analyzing (by means of PRAAT) specified Spanish intonational patterns.

(5) An outline of the final paper and a tentative minimal bibliography (at least ten entries), turned in far enough in advance to receive comments and suggestions (see calendar of assignments). This outline/bibliography will not carry a grade, but must be turned in by the assigned date, in order for the final paper to be graded.

(6) Following approval of the outline/bibliography, an abstract of the final project that would be suitable for submission to a linguistics conference. Guidelines for abstract preparation will be provided previously, and should be followed in preparing the abstract.

(7) During the last week of class, a brief (10-15 minute) oral presentation of the final project, with accompanying audio-visual materials (electronic only; no paper!)

(8) A final research paper, involving an empirical analysis of a phonological issue in Spanish, Italian, Portuguese, or French (or a contact-induced variety derived from one of these languages) and including both an analysis of previous research on the topic and an original contribution, including support for the claim that your analysis is superior to available alternatives.

**WEEKLY PARTICIPATION:**

For each class, students will be asked to give a brief oral summary of selected readings. This task will be assigned in a prior class, and will rotate among the students.

☞ **THIS IS A PAPER-FREE COURSE.** All assignments are to be turned in electronically in documents prepared using Microsoft Word®. IPA phonetic symbols should be used throughout; IPA symbols should be in the DoulosSIL font, available from www.sil.org. Make sure you activate the “save TrueType fonts” option in Word so that the IPA fonts will be embedded in the text.

☞ Send all written assignments in .doc format (choose the “Save as Word 1997” option), NOT as .docx

☞ All electronic communication should be through e-mail: jlipski@psu.edu. Do NOT send messages via ANGEL; I will use ANGEL only for posting readings, assignments, and other files.

**GRADE BREAKDOWN:**

- VOT exercise: 15%
- Stop/fricative exercise: 15%
- Vowel space exercise: 15%
- Intonational phonology exercise: 15%
- Abstract: 10%
- Oral presentation: 5%
- Class participation: 5%
- Final research paper: 20%
ACADEMIC INTEGRITY

The Pennsylvania State University defines academic integrity as the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity, respect other students’ dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts (Faculty Senate Policy 49-20). Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to: cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of their students. Students who are found to be dishonest will receive academic sanctions and will be reported to the University’s Judicial Affairs office for possible further disciplinary sanction. See http://www.psu.edu/dept/oue/aappm/G-9.html

DISABILITY ACCESS STATEMENT

The Pennsylvania State University encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell the instructor as soon as possible.

APPROXIMATE CALENDAR OF ASSIGNMENTS

Week #1 (beginning January 10): INTRODUCTION; MAJOR ISSUES IN SPANISH PHONOLOGY; THE PHONETIC GROUNDING OF PHONOLOGY. Readings on library reserve: OTSP, Colina; readings on ANGEL: Kohler;

Week #2 (January 19 only): HOW ARE PHONOLOGICAL OPPOSITIONS ACQUIRED?. Readings on ANGEL: Andruski; Coleman; Connine (3 articles); Docherty and Foulkes; Docherty et al.; Eulitz and Lahiri; Foulkes; Goldinger; Hawkins; Maye and Gerken;

Week #3 (beginning January 24): OVERVIEW OF ACOUSTIC PHONETICS. INTRODUCTION TO PRAAT. THE ACOUSTIC CORRELATES OF DISTINCTIVE FEATURES. Read on ANGEL: Smith

Week #4 (beginning January 31): MODELS OF SPEECH PERCEPTION. Read on ANGEL: Best; Boomershine; Handbook of Speech perception; Kochetov; Liberman; Lindblom; Nguyen et al.;

Week #5 (beginning February 7): VOWEL SYSTEMS. Readings on ANGEL: Alfonso; Assmann; Bradlow; Diehl; Disner; Donegan; Eady; Flege; Fujimura; Halberstam and Raphael; Hindle; Jaceciwicz; Kehoe; Kewley-Port; Peterson and Barney; Nearey; Neel; Schwartz; Stevens; Zwicker; VOT exercise due February 9.
Week #6 (beginning February 14): THE SYLLABLE: EMPIRICAL CORRELATES. *Readings on ANGEL*: Bárkányi; Carreiras; Claxton; Cole and Jakamik; Davidsen-Nielsen; Face-re-examining resyllabification; Fougeron and Keating; Goldsmith-syllable; Hooper; Hualde and Prieto; Jones; Krakow; Ramirez; Treiman and Danis; **Vowel space exercise due February 16**

Week #7 (beginning February 21): UNDERSPECIFICATION THEORY AND ITS APPLICATIONS. *Readings on ANGEL* Archangeli; Barlow; González; Gow; Hallé; Hualde-delinking; Hwang; Keating;

Week #8 (beginning February 28): ARTICULATORY PHONOLOGY AND GESTURAL PHONOLOGY. *Readings on ANGEL*: Blevins and Garrett; Borden and Gay; Browman and Goldstein; Byrd; Davidson and Stone; Gafos; Gick; Sancier and Fowler

Week #9 (beginning March 14): SPANISH CODA WEAKENING: EMPIRICAL ANALYSES. *Readings on ANGEL*: Bishop; Colina and Diaz-Campos; Demuth; Eddington; Gerfen; Gurlekian; Romero; Torreira; Widdison; **Stop-spirant exercise due March 16**

Week #10 (beginning March 21): INTRODUCTION TO INTONATIONAL PHONOLOGY. *Readings on library reserve*: IP, chaps. 2-3; *Read on ANGEL*: Hualde, “Intonation”; “Métrico autosegmental”; “Romance”; Sosa, chaps. 1-2; Beckman; Elordieta

Week #11 (beginning March 28): USING PRAAT TO STUDY INTONATION AND OTHER PHONETIC TRAITS. BASIC SPANISH INTONATIONAL PATTERNS. *Read on ANGEL*: Face (all articles); DeLacy, Prieto; Sosa

Week #12 (beginning April 4): MORE ON SPANISH INTONATION. THE EMPIRICAL CORRELATES OF STRESS. *Readings on library reserve*: PTI, chap. 1-5; ES, chap. 3. *Read on ANGEL*: O’Rourke “Peak”; “1326”; Frota; Hualde & Schwegler; Colantoni & Gurlekian; Kaisse; Prieto, Prieto & Nibert; Ortega. **Proposed topic, basic bibliography and outline sketch of final paper due April 6.**

Week #13 (beginning April 11): SPANISH STRESS ASSIGNMENT; THE INTERACTION OF PHONOLOGY, MORPHOLOGY, AND SYNTAX. THE EMPIRICAL CORRELATES OF STRESS. *Readings on library reserve*: *Read on ANGEL*: Ortega. **Spanish intonation exercise due April 13.**

Week #14 (beginning April 18): MORE ISSUES IN BILINGUAL, LOANWORD, AND L2 PHONOLOGY. *Readings on ANGEL*: Broselow; Carlisle; Davidson; Flege; O’Rourke, Dialect Differences and the Bilingual Vowel Space; Peperkamp; **Abstract due April 20.**

Week #15 (beginning April 25): PRESENTATION OF FINAL PAPER PROJECTS.

**FINAL PAPER DUE MONDAY MAY 2**